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AUTHOR Green, Sylvia N.
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ABSTRACT

A questionnaire designed to assess the degree to which general education courses at Pasadena City College (California) impart vocational skills was administered to 200 cooperative education students who had had courses in English, Social Science, Mathematics, and Life Science. Results showed that in none of the areas studied did students feel their vocational skills were significantly enhanced. Consequently, two occupational plan outlines were developed. The General Departmental Plan Outline is a checklist of occupationally related skills designed for use by individual instructors and is intended to aid them in recognizing the vocational aspects of their subject matter. The Student Occupational Plan Outline includes the names of tests, films, readings, and projects which the student can employ when attempting to define or achieve a vocational goal. The survey instrument and data are appended, as is a copy of the Pasadena City College student background information form. (LO)

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A GENERAL DEPARTMENTAL OUTLINE FOR CAREER GUIDANCE AND A SPECIFIC OUTLINE FOR A BASIC CAREER PLANNING COURSE AT PASADENA CITY COLLEGE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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by

Sylvia N. Green, M. A.

Pasadena City College

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DEGREE OF DOCTOR OF EDUCATION

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ABSTRACT

The study formulates a general outline for departments by which instructors can point out occupational skills that are taught along with the academic content. It also gives a plan for a career guidance class. This plan suggests tests, skills, assignments, audio-visual aids and discussion topics that will help the student analyze his/her career possibilities, understand the skills involved and know the procedure for entering the job market.

I. INTRODUCTION

The student drop-out rate is always a disturbing statistic to any community college administration and counseling staff. This statistic tends to indicate that the student needs are not being met. An increased emphasis is being placed on voational and occupational education. It is felt that if a better, total college plan could be instituted at Pasadena City College that would guide the student toward career planning. If such a plan could be put into practice the drop-out rate could be significantly reduced. A plan such as this entails a change in the learning theory practices of many departments. This practicum will set forth a basis for such a plan.

II. BACKGROUND AND SIGNIFICANCE

Broken down into ethnic groups the percentages of the total enrollment is 78.71 percent White, 10.11 percent Black, 6.74 percent Mexican-American, 3,23 percent Oriental, 1.54 percent Indian and .67 percent Other. At Pasadena City College the drop-out rate is 22.7 percent of the total enrollment. In a random survey conducted by the college it was found that students could be helped by additional career planning and hence reduce the attrition rate. The assumption is that the primarily academic areas have not pointed out their applications to vocational or occupational education nor the need for career planning. "Teaching students to examine the mode of living and roles associated

with occupational membership as a method of exploring alternative careers has long been advocated by vocational experts. The idea has considerable face validity since one's occupational identity governs a significant proportion of one's life style, e.g., peer patterns, social status, neighborhood, and standard of living" (Campbell 1974: 295). Almost every class offering falls into one of these catagories since all classes are supposed to change the student's outlook on life in one way or another and thus his career outlook. Kenneth B. Hoyt, Associate Commissioner for Career Education, in answer to the question, "Is career education just an approach to a good teaching technique?" states: "No. As an ingredient in the teaching-learning process, a good teaching technique represents only one component of a comprehensive career education program. To emphasize the use of career education only as a teaching technique is to disregard its collaborative nature. When education as a preparation for work truly becomes a prominent and a permanent goal of all American education, the term career education can be dropped" (Hoyt, 1973:60). Consequently all classes should contribute to career planning. This practicum gives a basic outline so that instructors can point out the areas in which their courses will help the students achieve their vocational or occupational goals. It will also give a more specific outline for the restructuring of the present career planning course that is now being offered in only two sections and must be expanded.

Pasadena City College has made such a committment to this program that the administration is planning to appoint a coordinator to oversee the program. The Vice-President of Instruction, the Career Guidance Instructor and the College Psychologist have indicated that there is a

lacking the present career guidance structure at the college and have recommended that this study be completed.

In reviewing the literature the researcher has found that the following books and periodicals have been most helpful in this study: The Vocational Guidance Quarterly, A College Student's Guide to Career Planning by Endicott, Corner Your Career by Muraski, College Graduates and Jobs by the Carnegie Commission on Higher Education, Today's Education, The Journal of College Placement, plus others listed in the reference section.

III. PROCEDURES

The following interviews were conducted:

1. The three career planning instructors: Miss Jo Billingsley
   Dr. John Risser
   Dr. John Tulley
2. The new coordinator of College and Career Planning: Mr. Dietrich Meyer
3. The Vice-President of Instruction: Dr. Stanley Gunstream

A review of some of the literature was performed to better understand what had been done and to help develop a questionnaire. The questionnaire (Appendix A was developed and given to 200 AA degree aspirants in the Cooperative Education (for ease of accessibility) who have had classes in Social Science, English, Math and Life Science.

Interviews with the department chairment in the above areas were conducted to determine what type of career guidance they feel, if any, takes place within the various classes in their departments and to impress upon them the need for such information to be given the students.

The student surveys (Appendix B) were tabulated as to what courses were lacking in occupational information and also the information received

from the department chairmen. Community colleges in the Southern California area were contacted for their career education plans and the literature reviewed in its entirety. The Pasadena City College plan was then formulated as a general outline for classroom instructors and a more specific plan for the basic career planning course.

IV. RESULTS

"Many students are concerned about the relationship which exists between college majors and careers" (Travis 1974: 1). This statement by Travis is typical of many statements about education today. The classroom instructor can be instrumental in helping the student develop an occupational skill no matter what the subject area. The results of this study show that only a few are doing just that.

The interviews of department chairmen showed irregular instruction or attempts to give students experience in occupational skills. The results of the study show that department chairmen felt that the instructors in their departments were teaching or providing experiences for the students that would promote necessary general skills for most occupational endeavors. They felt that through classroom work and homework assignments the student acquired the ability to speak more understandably, to write more understandably and to improve other mechanical skills such as typing. They also felt that the student learned more about people in general and about themselves. As can be seen by the results of the student survey (Appendix C) relatively few students felt that they received training in, an experience in or the opportunity to exercise an occupational skill in the four subject areas surveyed. Being more specific, the researcher will group certain areas of the questionnaire; the first four questions refer to personal skills, the second three refer to understanding of

others, the third grouping of questions refers to self-concepts.

The Social Sciences, Math and Life Sciences were rated relatively low by the students in that they received very little or none of the skills, while English was somewhat higher but still low overall. Social Science, English, Math and Life Science rated well below 50 percent in the acceptable range (some or very much instruction or experiences in these skills). The third area of self-image was far below the 50 percent mark in the instruction or experiences of these skil' In summary, the students concept of what was taught or experienced in the classroom was far different than that of the instructor. When the results were shown to several of the department chairmen previously interviewed they registered considerable surprise at the results and felt that this should be brought up at the first departmental meeting.

As a consequence a General Departmental Plan Outline, which follows, was developed to alert each instructor to the occupational skills that he or she might teach or be able to incorporate within the subject area. Then a Student Occupational Plan Outline was developed which can be used in any subject area. It is believed that any instructor in any area can use this outline to help students realize how a course can be relevant to his or her occupational goals.

The Outline contains communication skill areas which incorporate written, verbal and analytical aspects; human relation skills; personal development attributes; organizational skills; technical skills. An annotated list of media material is given to help the instructor with his course outline.

General Departmental Plan Outline

To the instructor:

In your course you teach, perhaps incidentally, many occupational skills that are valuable for the student when he/she enters the job market. Many of these skills are identified in the following outline with examples of each. We ask that you read over the outline and identify the skills that are experienced in your class. We further ask that you note these in your lesson plan and call them to the attention of your students as further reasons for learning or performing the particular tasks that you are asking of them. In this day of occupational and vocational emphasis any relevance toward these areas that can be pointed out will enhance your course in the students' eyes. This relevance is, as we are sure you recognize, good application of basic learning theory.

I. What occupational skills do students experience in your class?

- a. communication skills, written and/or verbal
- b. analytical skills
- c. human relations skills
  1. understanding interpersonal relationships
  2. sensitivity to people, places and things
  3. group work
  4. leadership
- d. personal development
  1. self-confidence
  2. self-esteem
  3. integrity
  4. enthusiasm
- e. organizational skills
  1. specific format for papers
  2. specific format for projects
  3. research skills
- f. technical skills
  1. Do you require typed papers?
  2. Are precision drawings required?
  3. Are precise written explanations required?

II. Career Planning Course Outline

Texts: Corner Your Career - Muraski
A College Student's Guide to Career Planning - Endicott

Student Occupational Plan Outline

I. Background information summary (Appendix C)

II. Testing

1. Kuder Occupational Interest Survey
2. Strong Vocational Interest Survey
3. Henmon-Nelson Mental Ability
4. Ravens Progressive Matrices
5. Personality Research Form

III. Skills learned in academic classes (discussion)

IV. Planning your future

Assignment for students:

A research project on your eventual occupation objective (position) or supervisoral position. This project should be an in-depth study. It should include such things as:

a. What is the position?
b. What are the duties?
c. What are the educational requirements?
d. How is this position applied for?
e. How much previous work experience is needed?
f. What are the responsibilities?
g. What is the hourly work day?
h. What and how many meetings does he have to attend?
i. How much night work is involved?
j. What is the salary range?
k. Any other pertinent facts?

You should interview at least three people in the position for information concerning it.

V. Choosing an occupation

1. Criteria for wise occupation choices

a. audio-visual aids

Guidance Associates Series

Preparing for the World of Work, Part I "How do you figure it?" - 12 min.
Review: Tells what work is and that you should find a job you like. It gives suggestions on how to choose a job.

Part II
Review: Tells about vocational education and job preparation. Explains the five basic areas of vocational education and jobs within those areas.

Job Attitudes, Part I "A job that goes someplace" - 10 min.
Review: Tells about things to look for in a job, questions to ask, etc. Gives advice about getting a job.

Choosing Your Career, Part I - 11 min.
Review: This is on how to choose your career. It concerns your job and your personality. It shows various groups of careers.

Part II - 16 min.
Review: This one concerns your career and your emotional satisfaction.

b. discussion

2. Know yourself

a. Earl Nightingale tapes

1. "A Worthy Destination" - talks about goal setting
2. "Miracle of Your Mind" - about creative thinking and problem solving
3. "Seed for Achievement" - how "average" people can succeed over others

3. Know the job

Singer - Job Opportunities Now Series

Requirements in the World of Jobs - 15 min.
Review: Defines and illustrates basic job requirements in the areas of communication, mathematical ability and personal work relationships. Also talks about job skills, proper attitudes and education in all vocations.

4. Know your abilities

Singer - Job Opportunities Now Series

Achieving Success in the World of Jobs - 15 min.
Review: Shows how one student was able to achieve success in school and job. Encourages examination of the student's own potentials.

5. How college helps

   a. skill development
   b. increased wage possibilities

6. What are your interests?

   a. alternate fields
   b. Copes Interest Inventory

7. What do you want from your job (satisfaction)?

   Singer - Job Survival Skills Series

   Job Seeking Skills - 20 min.
   Review: Tells how to decide what job to go after, the considerations of the job (working conditions, requirements, fringe benefits, etc.)

VI. Occupational Survey

   Singer - Job Opportunities Now Series

   Job Opportunities in a Restaurant

   Job Opportunities in a Hospital

   Job Opportunities in a Department Store

   Job Opportunities in a Supermarket

VII. Entering the Job Market

1. Where to look

   Guidance Associates Series

   Job Hunting, Part I "Where to begin" - 10 min.
   Review: Tells how to locate job opportunities. Gives tips on how to respond to various opportunities. Talks about private and public agencies.

2. Job Application

   a. Assignment - fill out a sample application

3. Letter of application

   a. Assignment - write a letter of application

4. Resume

   a. Assignment - write a resume
   b. audio-visual aids
      Singer - Job Survival Skills Series

Resume' - 10 min.
Review: Shows how to write a proper resume' and its importance.

5. Taking an interview

1. Set up a mock interview

2. audio-visual aids

Guidance Associates Series

Your Job Interview, Part I - 10 min.
Review: Tells how to prepare for the interview, what you can expect and what the interviewer wants. It details how to take the interview and the points to bring out during the interview.

Part II - 10 min.
Review: What the interviewer looks for in an interview. Gives the "don'ts" for an interviewee.

VIII. Insuring Job Success

Carlocke/Langden, Inc. Personnel Training Series

Note: These are cartoon filmstrips depicting the various qualities. You might want to review these to decide whether you want to use the filmstrip or just the cassette.

IX. Reassessment of Career

1. Self
2. Skills
3. Occupational aspirations

V. CONCLUSION

As a result of this study, the student will be able to better understand the occupational relevancy of his/her courses, understand himself/herself, the value of college, interests, skills, abilities, career choice, planning and development, and on-the-job skills. These items all point to the all important skill of the decision-making process which is necessary for career success.

VI. RECOMMENDATIONS

The questionnaires will ultimately be given to other academic subject areas of the college for the purpose of pointing out where possible occupational skills can be incorporated. The questionnaires might also be used in the occupational classes to be sure that these needed skills are all being taught. Career guidance counselors might also use the study to point out what skills apply to specific occupational areas.

APPENDIX A

APPENDIX A

PASADENA CITY COLLEGE

Student Occupational Skill Questionnaire

Spring 1975

SUBJECT AREA SURVEYED _____

Dear Student:

Will you please assist the college in attempting to determine to what degree you believe occupational skills are taught in academic courses. You can be very helpful in this endeavor by answering the following questions as they pertain to you and the course stated above.

Please rate this course as to the degree of help it gave you in developing each of the 18 skills listed in the left column. Check the appropriate column at the right to denote the degree of help in each skill.

Did the course help you to:	not at all	very little	some	very much
1. speak more understandably?	___	___	___	___
2. write more understandably?	___	___	___	___
3. improve your shorthand and/ or typing?	___	___	___	___
4. use outside resources for projects?	___	___	___	___
5. learn more about people's motives?	___	___	___	___
6. become more sensitive to the needs of others?	___	___	___	___
7. work more cooperatively with others?	___	___	___	___
8. develop the techniques of leadership?	___	___	___	___
9. develop self-confidence?	___	___	___	___
10. improve your self-image?	___	___	___	___
11. see yourself more objectively?	___	___	___	___
12. recognize the importance of a behavior that is becoming or worthy?	___	___	___	___
13. organize your thoughts?	___	___	___	___

	not at all	very little	some	very much
14. become more goal oriented?	____	____	____	____
15. see a broader perspective of life?	____	____	____	____
16. attain self-discipline?	____	____	____	____
17. develop realistic values?	____	____	____	____
18. get along better with others?	____	____	____	____

APPENDIX B

APPENDIX B

P A S A D E N A C I T Y C O L L E G E

BACKGROUND INFORMATION SUMMARY

The following summary will provide background information which may be of value in your vocational counseling sessions. Please fill it out carefully, answering those questions which apply to you.

Date _____

Name: _____ Age _____ Grade Level _____

Address _____ City _____ Telephone _____

Are you married? _____ Wife's (Husband's) Occupation _____

Number and relationship of dependents _____

Father's name _____ Occupation _____

Mother's name _____ Occupation _____

Number of brothers _____ Ages _____

Their occupations _____

Number of sisters _____ Ages _____

Their occupations _____

Where have you lived most of your life? _____

What languages are spoken in your home? _____

Plans for your financial support in college:

_____ Family support _____ Total self support _____ other (describe)

_____ Part-time work _____ Government support

(no. hours)

Have you any physical disabilities which interfere with your school work, or any which have in the past? _____

Must these disabilities be considered in planning your future vocation?

_____

Is your present health Good _____ Average _____ Poor _____

Underline any of the following words which may describe your general make-up:

excitable, depressed, sociable, hard working, shy, impulsive, loving, conscientious, ambitious, happy, worried, excited, confident, reserved, nervous, capable, calm, worthless, imaginative, persevering, controlled, sensitive, annoyed by regulations, independent, desperate, irritable, lacking self-confidence, patient, tolerant, creative, religious, bored, in need of love, in need of friends.

If you like, circle any underlined words which name qualities you would like to change, or any which you feel may be causing you difficulty.

Educational Information

High School from which graduated:

Best liked subjects: Least liked subjects:

Subjects with highest grades: Subjects with lowest grades:

School activities and organizations:

Other Schools: (List any other schools or classes attended, such as Business, Trade, Night, Correspondence, Military)

List colleges or universities attended: (Include Pasadena City College)

	Name	Dates	Major	Degree
1.				
2.				
3.				

List below subjects taken last semester Semester Grades

Best liked subject: Least liked subject:

College activities and organizations:

Check any of the following which apply to you:

_____ have selected a major
_____ have not selected a major
_____ am satisfied with major
_____ am not satisfied with major
_____ am considering changing major

Your reasons for the above:

Do you feel that your scholastic record so far is:

_____ far below your real ability
_____ somewhat below your real ability
_____ about right for your ability with average amount of study
_____ somewhat above what most students with your aptitude would probably earn
_____ considerably above what most students with your aptitude would earn because of your efficient work habits.

If you feel you are not doing as well as you can in your courses, do you think this is because (check more than one if appropriate)

_____ you have too much outside work
_____ you are carrying too many units
_____ you don't concentrate as well as you used to
_____ you need help with study habits or reading skills
_____ you have too much social life
_____ you are not interested in your present courses
_____ you have too many extracurricular activities
_____ your work seems pointless because you have no particular goal
_____ you can't seem to make yourself study
_____ other reasons _____

_____

_____

Has any aspect of campus life been especially disappointing to you?

Can you name three things which dissatisfy you most about yourself or your present life?

If you were free of all restrictions (if you could do as you wish) what would you want to be doing ten or fifteen years from now? (Write on the back if necessary).

Do you feel reasonably certain that this is what you will be doing?

Service experience (if any)

Date entered active service _____ Date of separation _____

Branch of service _____ Rank _____ No. _____

Kinds of work _____

Work Experience

1. List any part-time, vacation, or temporary jobs you have held:

_____

_____

_____

_____

Leisure Time Information

In what recreational and social activities do you like to engage?

_____

_____

List any clubs or organizations to which you now belong

_____

_____

In which have you been elected or appointed to leadership responsibility?

_____

_____

In what capacity? _____

Do you like to read? _____ What types of reading materials do you especially enjoy? _____

_____

How would you RATE YOURSELF in the following different abilities? Make an X mark on the line just above the descriptive phrase that is most typical of your ability in each case:

1. Consider your ability in oral expression, composition, range of vocabulary, choice of words, effectiveness of presentation, etc.

Poor | Below Average | Fair | Good | Superior

2. How are you with respect to written expression, composition, sentence construction, facility at writing, etc.

Poor | Below Average | Fair | Good | Superior

3. Consider your ability in solving mathematical problems, using mathematical symbols employed in algebra, geometry, etc.

Poor | Below Average | Fair | Good | Superior

4. How good are you at handling details involving names and numbers, filing of materials, etc.

Poor | Below Average | Fair | Good | Superior

5. How good are you in the use of tools, fixing things out of repair, and in working with machinery?

Poor | Below Average | Fair | Good | Superior

6. How rapidly do you work with your hands?

Poor | Below Average | Fair | Good | Superior

7. How good are you at perceiving form and color, and in drawing, designing, modeling, etc.?

Poor | Below Average | Fair | Good | Superior

8. How good are you at getting along with people, mixing at parties, dances, etc.?

Very Poor Mixer | Rather Poor | Fair | Good | Superior

9. How successful are you in directing the activities of others and in securing their loyalty as a leader?

Unsuccessful | Not Very Successful | Good | Superior

10. How are you in meeting the demands of practical life in the world of competition?

Impractical | Not Very Practical | Fairly Practical | Better Than Average | Practical

It is possible to make a rough classification of occupations in terms of your general interest and abilities. From the following groups of occupations, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit.

_____ A. Occupations in which you would be working in a biological science such as physiology, biology, medicine, psychology, dentistry, animal husbandry, genetics, anthropology, sociology, etc.

_____ B. Occupations in which you would be working in a physical science such as mathematics, physics, chemistry, astronomy, meteorology, geology, climatology, engineering, etc.

_____ C. Occupations in which you would be working as a technician or applied scientist, such as engineering, agriculture, radio and television repair, industrial arts teaching, agricultural arts teaching, etc.

_____ D. Occupations in which you would be helping other people such as YMCA work, elementary or high school teaching, social case work, personnel interviewing, public health medicine, etc.

_____ E. Occupations in which you would deal with other people persuasively such as in sales work, politics, promotional work, etc.

_____ F. Occupations in which you would be working with details such as accounting, cashiering, statistics, purchasing, contracting, pharmacy, chemistry, office clerical work, banking, etc.

_____ G. Occupations in which you would use words primarily, such as law, journalism, advertising copy writing, script writing, etc.

_____ H. Occupations in which you would be responsible for the work of other people, such as foreman, office manager, store manager, personnel manager, department head, etc.

_____ I. Occupations in which you would use a special talent such as writing, sculpting, painting, drawing, designing, interior decorating, singing, etc.

What is your present vocational choice? _____

What other possibilities are you considering? _____

Do you plan to attend college four years___ two years___ less than two years___?

List in order of preference three occupations in which you would like to earn your living. Do not consider your abilities or job opportunities in making this list. Just consider whether or not you would be happy in the work.

	Occupation	Reason for interest in these occupations
1.	_____	_____
2.	_____	_____

When did you make your present vocational choice? (give the year)_____

Why did you choose your present vocational objective: (check reason or reasons)

___Family suggestion
___Friend's or teacher's advice
___Vocation of someone you admire or respect
___Suggested by study in high school
___Suggested by study in college
___Long personal interest
___Financial reward that is possible
___Best suited to my abilities
___Desire to defer military service
___Other

How certain are you that this occupation is the one you really want?

Very certain and satisfied____ Somewhat uncertain____ Choice very questionable____

How much information have you about the requirements of the vocation you are choosing? None____ Some____ Extensive____

What vocation do (or did) your parents want you to follow?_____

Why?_____

What other type of training have you considered besides a college education?

_____

Everyone faces problems throughout his life. Below is a list of problems with which young people are often concerned. After those problems you have not been able to solve adequately, place a check (X). After those problems which you would like to discuss with the psychologist, place a double check (XX).

Check Here

1. I usually feel inferior to my associates.....
2. I have been unable to determine how much time I should study.....
3. I have too few social contacts.....
4. I have difficulty in making friends.....
5. I do not know how to obtain the money I need.....
6. I have been unable to determine what I am best able to do.....
7. I do not know how to take good lecture notes.....
8. I do not get along well with my parents.....
9. I often have difficulty in keeping friends.....
10. I am unable to determine what I would like to do.....
11. I have not obtained parental approval of my vocational plans.....
12. I do not have enough to talk about in company.....
13. I receive inadequate financial help from my family.....
14. I do not know how to outline text-book assignments.....
15. I am unable to get along with my brothers and/or sisters.....
16. I have been unable to make a satisfactory religious adjustment.....
17. I am not interested in my studies.....
18. I do not have enough information about job opportunities.....

19. I am frequently embarrassed when with others..... _____
20. I usually do not enjoy being with members of the opposite sex... _____
21. I am unable to do my work well because of too many social activities..... _____
22. I usually cannot read fast enough to cover all my assignments... _____
23. I usually have difficulty understanding what I read..... _____
24. I do not know what the most appropriate training is for my chosen career..... _____
25. I do not know whether an education is worthwhile..... _____
26. I feel guilty about something I have or have not done..... _____
27. I have so much outside work to do that I am neglecting my school work..... _____
28. I have trouble making myself study..... _____
29. I lack self-confidence..... _____
30. I am dissatisfied with my state of health..... _____
31. I do not know how to improve my personal appearance..... _____
32. I do not know how to break certain habits I have..... _____
33. I am afraid of what the future seems to hold for me..... _____

Other problems: _____

_____

Chief problem: _____

_____

_____

_____

Rank the following in order of their value to you.

_____ Beginning salary
_____ Maximum salary
_____ Work that is relatively easy
_____ Work that requires little time (fewer than 40 hours a week)
_____ Favorable working conditions (pleasant physical surroundings; freedom from tension)
_____ Independence from supervision
_____ Opportunities for advancement in position
_____ Prestige and respect
_____ Opportunity for making a contribution to mankind
_____ Security in keeping the job
_____ Retirement benefits

Have you had any counseling previously? When?

Any testing? Where?

Is there any additional data you think might be useful in this information summary?

APPENDIX C

APPENDIX C

PASADENA CITY COLLEGE

Student Occupational Skill Questionnaire

RESULTS
(by percent)
Spring 1975

1 = not at all
2 = very little
3 = some
4 = very much

Did the course help you to:	SOC SCI				ENGLISH				MATH				LIFE SCI			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	
1. speak more understandably?	50	28	15	7	28	28	40	4	43	30	27	0	42	24	34	0
2. write more understandably?	49	28	13	10	0	12	68	20	53	25	20	2	40	34	26	0
3. improve your shorthand and/or typing?	93	5	2	0	80	12	8	0	75	13	12	0	88	8	4	0
4. use outside recources for projects?	45	15	28	12	16	16	52	16	35	30	30	5	48	26	22	4
5. learn more about people's motives?	35	13	34	18	16	12	40	32	27	35	33	5	40	26	32	2
6. become more sensitive to the needs of others?	49	23	18	10	32	20	32	16	25	43	30	2	46	34	18	2
7. work more cooperatively with others?	30	25	33	12	32	36	28	4	15	22	48	15	26	34	40	0
8. develop the techniques of leadership?	64	25	8	3	68	16	12	4	63	20	17	0	68	20	12	0
9. develop self-confidence?	42	28	22	8	32	28	28	12	22	30	38	10	44	24	26	6
10. improve your self-image?	52	23	23	2	32	36	24	8	38	30	30	2	44	32	22	2
11. see yourself more objectively?	40	25	27	8	28	28	28	16	40	25	28	7	36	20	40	4
12. recognize the importance of a behavior that is rewarding or worthy?	43	25	25	7	48	20	20	12	40	20	30	10	54	22	20	4

	SOC SCI				ENGLISH				MATH				LIFE SC			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
13. organize your thoughts?	18	10	45	27	8	24	32	36	7	20	43	30	14	20	58	8
14. become more goal oriented?	50	17	28	5	28	40	20	12	28	30	40	2	32	30	30	8
15. see a broader perspective of life?	53	7	17	23	60	12	23	5	16	24	38	22	16	24	38	22
16. attain self-discipline?	37	26	27	10	28	32	40	0	35	22	35	8	42	18	38	2
17. develop realistic values?	53	12	23	12	44	24	28	4	43	35	17	5	48	26	20	6
18. get along better with others?	42	17	23	18	44	28	20	8	20	25	50	5	50	14	30	6

Results are listed by percent.

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